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APPLICATION FOR NEW COURSE

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3/22/2005

OFFICE OF THE SENATE COUNCIL

1. Submitted by College of Education Date 3/22/2005

Department/Division offering course Educational and Counseling Psychology (EDP)

2. Proposed designation and Bulletin description of this course

a. Prefix and Number EDP 303 b. Title* Teaching Exceptional Learners in the Elementary Classroom

*NOTE: If the title is longer than 24 characters (including spaces), write A sensible title (not exceeding 24 characters) for use on transcripts Teach Excep Learn in Elem

c. Lecture/Discussion hours per week 2 d. Laboratory hours per week _____

e. Studio hours per week _____ f. Credits 2

g. Course description

This course is designed to introduce students to issues related to classroom instruction to meet the needs of ALL students. We will examine the concept of the "least restrictive environment" (LRE) for learners and will discuss a variety of individual and group differences and exceptionalities, including various disabilities, giftedness, multicultural and diversity issues that teachers encounter in the regular classroom. The emphasis will be on understanding the needs and abilities of exceptional learners in order to make appropriate, reflective decisions about their instruction.

h. Prerequisites (if any)

Admission to the Elementary Teacher Education Program and successful completion of EDP 202, or an equivalent course.

i. May be repeated to a maximum of n/a (if applicable)

4. To be cross-listed as

n/a Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date Fall 2005 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

This course is needed to address the core themes identified in the redesigned Elementary Education program.

9. a. By whom will the course be taught? EDP teaching assistants under the supervision of Dr. Lynley Anderman.

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

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10. What enrollment may be reasonably anticipated? 60 students per semester.

11. Will this course serve students in the Department primarily? Yes No

Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.

This course will be restricted to students admitted to the Teacher Education Program in Elementary Education.

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? _____

12. Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

14. Is this course part of a proposed new program: Yes No
If yes, which?

15. Will adding this course change the degree requirements in one or more programs? * Yes No
If yes, explain the change(s) below

This course is part of the redesigned Elementary Education program, and will affect only that program's requirements.

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name Dr. Lynley Anderman Phone Extension 257-8647

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

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Signatures of Approval:

Lynda Brown Wright

Department Chair

4/5/05

Date

Rosette Sandridge

Dean of the College

4/7/05

Date

S. Dill

*Undergraduate Council

Date of Notice to the Faculty

11-7-06

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

EDP 303 TEACHING EXCEPTIONAL LEARNERS IN THE ELEMENTARY CLASSROOM

Instructor and Contact Information:

Schedule: 1 day per week, 1 hr 40 minutes. 2 credit hours

Description of EDP 303:

This course is designed to introduce students to issues related to classroom instruction to meet the needs of *ALL* students. We will examine the concept of the "least restrictive environment" (LRE) for learners and will discuss a variety of individual and group differences and exceptionalities, including various disabilities, giftedness, multicultural and diversity issues that teachers encounter in the regular classroom. The emphasis will be on understanding the needs and abilities of exceptional learners in order to make appropriate, reflective decisions about their instruction.

Prerequisites: Prerequisites are admission to the Teacher Education Program and successful completion of EDP 202 Educational Psychology, or an equivalent course.

Course Objectives:

1. Demonstrate knowledge of the historical trends and laws that guide the inclusion of students with special needs in the educational process.
2. Demonstrate understanding of the purpose and primary components of an Individual Education Plan (IEP) and the collaboration process involved in providing services to students with special needs.
3. Demonstrate general understanding of the characteristics of students who represent a range of exceptionalities and difference, including students with various disabilities, students who are gifted and talented, students from culturally diverse backgrounds, and students who are at-risk.
4. Demonstrate increased awareness and understanding of the social, emotional, and behavioral concerns that students with special needs experience as well as the concerns their parents/guardians experience.

Required Textbooks:

Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2001). *Teaching students with special needs in inclusive settings* (4th ed.). Needham Heights, MA: Allyn and Bacon.

Boyle, J. R., & Danforth, S. (2001). *Cases in special education* (2nd ed.). New York: The McGraw-Hill Companies, Inc.

Course Requirements/Assignments*:

<u>Field Placement.</u> Field placement observations will be completed during the combined placement for this semester. Students will be required to complete two field placement journals addressing specific observations and questions related to the content of this course. <i>Two field placement journals @ 10 points each</i>	20
<u>Case Studies.</u> Students will choose two case studies to complete during the semester. More than two cases will be made available throughout the semester from which to choose. <i>Two case studies @ 10 points each</i>	20
<u>Diversity Project.</u> Students will be required to write a reflective paper (4- 5 pages) describing their own cultural identity, including multiple aspects of their personal experiences, values, beliefs and history, and to reflect on what effect these dimensions might have on how they interact with and perceive others.	10
<u>Group Presentation.</u> Students will be asked to work in a small group to take responsibility for presenting important concepts from a selected chapter in the course text book. The specific format of presentations (e.g., powerpoint, demonstration, facilitation of discussion) is flexible.	10
<u>Class Participation</u>	10
<u>Final Exam</u>	30
TOTAL	100

* All written assignments for this course MUST be typed. You are expected to write to the best of your ability on all assignments using correct grammar, punctuation, and spelling. You are to use a 12-point font with double-spacing. Hand-written assignments will NOT be graded and will be returned to you to be typed and points will be deducted according to the due date policy.

Grading Scale:

A - 90 - 100 points

B - 80 - 89 points

C - 70 - 79 points

D - 60 - 69

E - 59 points and below

Extra Credit:

You may earn up to 5 extra credit points in this course.

Anticipated Class Schedule

Date	Topic	Readings
Week 1	Introduction to the inclusive classroom	
Week 2	History, rights and responsibilities	Smith et al., Chapter 1
Week 3	Definitions and dimensions of diversity	Boyle & Danford, Chapter 2. Boyle & Danford, Julian (pg. 46) and Cesar (pg. 43)
Week 4	Identifying and programming for students needs – IEPs. Working with families.	Smith et al., Chapter 3 Boyle & Danford, Toby
Week 5	Students with Learning Disabilities	Smith et al., Chapter 4
Week 6	Students with Attention Deficit/Hyperactivity Disorder	Smith et al., Chapter 5 Boyle & Danford, Edward
Week 7	Students with Emotional and Behavioral Disorders	Smith et al., Chapter 6 Boyle & Danford, Kelly and Lawrence
Week 8	Students with Mental Retardation	Smith et al., Chapter 7 Boyle & Danford, Dixon and Randie
Week 9	Students with Sensory Impairment	Smith et al., Chapter 8 Boyle & Danford, Bertha, Anthony, and Angie
Week 10	Students with Autism and Traumatic Brain Disorders	Smith et al., Chapter 9 Boyle & Danford, Angela and Eugene
Week 11	Students with Communication Disorders	Smith et al., Chapter 10
Week 12	Students who are Gifted and Talented	Smith et al., Chapter 11 Boyle & Danford, Luis, Warren and Anyssa
Week 13	Students who are at risk	Smith et al., Chapter 12 Boyle & Danford, Steve and Talia
Week 14	Synthesis and conclusion	